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ABSTRACT

This study sought to determine characteristics of schools and districts that enjoy the public's strong confidence and to explore how these characteristics are created and retained. A screening procedure produced useable data from 181 "high-confidence" public schools, 30 private schools, and 45 school districts. As part of a preliminary pilot study, open-ended questions were administered to community members in three separate nonrandom surveys conducted to obtain data on gain/lose confidence issues. Responses from the three surveys were categorized and ranked separately and results were used to refine the school based "Confidence Questionnaire" that was sent to high confidence schools and districts. Tables and charts present survey data throughout the report. Results indicated a "people dimension" to high-confidence schools. School personnel (teachers and administrators) are the most important sources of impressions, the most influential in conveying them, and the primary sources of information. Results also demonstrated that high-confidence schools value matters that community respondents claim increase confidence. Other results include the following observations: High confidence schools (1) have clear purposes worked out between and communicated within school and community; (2) are safe and orderly; (3) employ regular needs sensing; (4) have considerable parental and community involvement; (5) exhibit openness, warmth, and caring; (6) have instructional and extracurricular "extras" and word hard at building and retaining the confidence of their publics. Two reference pages and appendices showing the coding systems used for the pilot study and for the school based questionnaire complete the report. (CJH)

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THE CONFIDENCE FACTOR

Some Results of the Phi Delta Kappa (PDK) Commission on Public Confidence in Education

A Research Report

American Association of School Administrators
AASA: Friday, February 20, 1987
New Orleans, LA

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THE CONFIDENCE FACTOR

SOME RESULTS OF THE PHI DELTA KAPPA (PDK) COMMISSION ON PUBLIC CONFIDENCE IN EDUCATION

The Need and the Concern

Educators rely on the public's confidence in the nation's public schools. If those who pay for the schools lack confidence in them, the schools will suffer. Public surveys provide one source of public concern. Annual Gallup Polls of attitudes toward the public schools have noted a declining confidence in the schools. From 1974-1983 the percent of respondents who would give the schools nationally an A or B declined from 48 to 31 and the percent grading them D or F increased from 11 to 20. From 1969 to 1983 the percent of parents who would encourage their children to teach declined from 75 to 45 and the percent definitely not want their children to teach increased from 15 to 33. (Is teaching no longer a noble profession)? This decline in parental support for teaching could have far-reaching effects on the number and quality of persons entering teaching. Both indicators increased slightly in 1984; by 1986 there was again a slight decline in the grades for schools.

Education is not alone in this decline in confidence in the institutions of American Society. From 1966 to 1981 studies show a loss of confidence in American institutions, such as court, military, government, medicine, education. (Tables 1-3). Hans Weiler, at Stanford University, noted a decline in confidence not only in schools but also among many institutions in America and in other countries. (R + D Report, CEDaR, 1983). Although the decline in confidence in education is but part of a pervasive declining confidence in public institutions, education must seek to restore its pristine respectability.

The American Association of School Administrators (AASA) has identified declining confidence in education as a key concern. In recent surveys, administrators chose declining confidence as the fourth (of 71) most important issue

TABLE 1

Response to "Grade" for Public Schools (Gallup Annual Education Poll) Reported in 1986 Poll. Kappan, 68, (1), Sept., 1986, p. 47.

	YEAR			
GRADE	1986	1984	1983	1974
A + B	41%	42%	31%	48%
D + F	16%	15%	20%	11%
Diff.	25%	27%	11%	37%

TABLE 2

Response to Teaching Career for Your Children (Gallup Annual Education Poll) Reported in the 1984 Poll, Kappan, 66, (1), Sept., 1984.

YOUR CHILD TEACH?	YEAR			
	1984		1983	1969
	Son	Daughter	Your Child	
Yes	46%	50%	45%	75%
No	42%	39%	33%	15%
Diff.	4%	11%	12%	60%

TABLE 3

Proportions of Americans with a Great Deal of Confidence in Leaders of Social Institutions--1966, 1977, 1981.

	1966	1977	1981
Medicine	73%	55%	37%
Higher education	61	41	34
Orgainized religion	41	34	22
U.S. Supreme Court	50	31	29
The military	62	31	28
Major Companies	55	23	16
Executive branch of government	41	23	24
The press	29	19	16
Congress	42	15	16
Organized labor	22	15	12
Advertising agencies	21	11	-
Average	45	27	23

Source: "Confidence in Institutions." The Harris Survey, Jan. 5, 1978 and Sept. 1981. Harris Survey cited Lipset and Schreider, The Confidence Gap, New York, The Free Press, 1983, p. 60. From A. Levine & D. Haselkorn, National Forum, LXIV, 2(Spring, 1984).

facing American schools during 1980-81 and 1982-83 (The School Administrator, 1983). Phrases such as those used by L. Cuban demonstrate the problem: "...Continually looking over their shoulders at an underconfident public" and, "The erosion of public confidence in schooling...." (Cuban, 1983).

In late 1982 Phi Delta Kappa (PDK) responded to the issue of declining public confidence in education with the PDK Commission on Public Confidence in Education. The PDK Commission sought answers to questions relating to confidence in schools. What are key confidence issues? Why do people gain or lose confidence in schools? How do schools gain and keep the confidence of their publics? The Commission's final report is due in early or mid-1987.

The Commission set out to explore the concept of confidence in education: its facets and levels of meaning. The successful proposal suggested steps in studying the problem (Wayson, et al., 1982).

1. Identify schools and districts with positive public confidence and determine what essential characteristics or activities are transferable.

2. Develop ways to communicate these essential features of schools with high public confidence and develop strategies by which to attain those features.

The Commission sought to identify confidence. The working definition for confidence was "...belief in, faith in, understanding of, willingness to support, pride in, loyalty to, and willingness to defend a school system." (Carol and Cunningham, 1984: 111).

Confidence implies not only knowledge about something (cognitive), but also a feeling for it (an affective level) and a willingness to take action (a psycho-motor level). Confidence's affective element is inferred from the apparent fickleness shown by the changes in Gallup results from 1983 to 1984 to 1986 (Table 1, p. 2). Did people gain substantial new knowledge about schools between 1983 and 1984? That is doubtful. National attention on the schools, which started negatively with a series of critical studies, including "A Nation

at Risk," began to feature good schools through emphasis on "effective schools" and the Education Secretary's honor roll of outstanding schools. This positive emphasis and concurrent "media blitz" probably influenced peoples' attitudes about schools.

Confidence in the schools is an extension of school and community relations, a perennial concern of school administration. In 1967, Stiles wrote The Present State of Neglect; the Commission's literature review found little to change the indictment included in that title. Holliday in "Notes from the Editors" of the Spring 1985 Journal of Educational Public Relations noted that school and community relations have changed little in recent times. Research and literature reviewed by the PDK Commission suggested three stages in school and community relations upon which to build a theoretic base (Achilles and Lintz; 1983 and 1984). Although no stage is operationally discrete, it is useful to separate them conceptually for discussion and analysis.

Some Theoretic Concerns

Schools continuously struggle to relate to their communities. Early on, educators used rather unsophisticated procedures such as sending notes home with children, or mimeographing information about the school. Communication between home and school was primarily one-way (school to home) and written. We call this first phase in school and community relations the **communication mode**.

School people soon became a bit more sophisticated. They initiated needs-sensing strategies to discern what parents and others in the community wanted from the schools. This phase initiated formal two-way communications and use of "slick" publications mailed home from the school or central office. The primary focus was still parents, although other patrons also received attention. Schools now began to accommodate community wishes and to broaden the base of people that schools served. We have termed this phase the **public relations mode**. (Holliday, 1980; Kinder, 1982; Marx, 1983).

Declining confidence in schools has caused some educators to consider moving beyond usual public relations efforts and to incorporate strategies adapted from business and industry. They design different communications for different groups by segmenting their audiences (varying their procedures to reach senior citizens, the business community, parents, etc.). These educators recognize that less than thirty percent of American adults today have youngsters in the schools, and that the tax-paying bases which support the schools come increasingly from adults with no direct contact in the schools. Progressive systems are moving from public relations into a more aggressive marketing mode. (Kotler, 1982; Montana, 1978; West, 1985). These three modes are not independent, and schools use some of each. Figure 1 provides an initial summary of these three modes. This new marketing emphasis is exemplified by two of the recommendations made in a recent plan for improving the image of the Baltimore city schools. (Greater Baltimore Committee, 1984).

- Create a division of marketing and communication which is headed by a person with professional skills in marketing who answers directly to the Superintendent.
- Principals and other school officials should actively market their schools in their immediate communities.

General Approach

The PDK Commission approached its challenge by reviewing confidence-building strategies in several disciplines (e.g., social work, agriculture, communications). The Commission conducted a pilot study to get some initial direction, built a school-based questionnaire from the literature and pilot study results, established a sampling and verifying procedure, and collected and analyzed the data. The remainder of this paper describes elements of the study (with a primary focus on public schools) and some key results.

The Commission collected data through literature reviews, surveys, and interviews. The Commission requested nominations for schools that had the

CONFIDENCE — BUILDING MODE	PRELIMINARY CRITERIA
Communications (Quiet Days of Print and Radio) Rational — Empirical change model. Mimeo/ditto notes home, usually with pupils. Stable community; teachers live near schools. Heavy reliance on print medium. Mostly a cognitive approach.	One-way communication process, primarily print oriented and passive in nature. Some person-to-person contact is initiated.
Public Relations (Radio and TV) Normative/Re-educative change model. Elementary needs-sensing efforts. Publication from school or district; often mailed. Some involvement: "back-to-school" night, room parents, PTA. Open House. Cognitive emphasis with some affective efforts.	Some two-way communication efforts with some interaction focusing on promoting good will. Initial efforts at needs sensing.
Marketing (TV and Electronic Era) Elements of power-coercive change model. "Slick" publication on regular basis. Regular and fairly sophisticated needs sensing. Radio spots; video displays; speaker's bureau, etc. "Segment" the market; activities for older citizens. Booster clubs, PTSO, extensive involvement. Primarily affective and conative, with some cognitive effort.	Use of proactive, two-way communication stressing needs sensing and frequent feedback to "sell" specific objectives to a focused audience.

Figure 1. Suggested Classification Model for Analyzing School Confidence — Building Efforts. From Achilles, Lintz, and Wayson, 1985, p. 91. Used by permission of Planning and Changing.

confidence of their publics, and used a screening procedure which resulted in useable data from 181 "high-confidence" public schools, 30 private schools and 45 high-confidence school districts.

The Pilot-Study: What the Community Wants

After wrestling with issues of definition and methodology and after reviewing research and literature on confidence/public relations in education, the Commission conducted a pilot survey. Commission members requested people to list those things which caused them to gain confidence and lose confidence in schools. Respondents were primarily non-educators (community-based). Three separate non-random surveys were conducted (n=148, 79, 182) to obtain preliminary data on gain/lose confidence issues. Responses for the three surveys were analyzed and categorized separately and the results ranked.

Agreement or Consistency Among Raters. A sample of responses to the open-ended question, "I gain confidence in my school when..." (n=41 items) was drawn at random. Items were typed as written by respondents. Copies of instructions, the typed statements of community members, and a copy of the coding categories with examples of each category were given to six external "experts" who were informed professionals (professors and/or administrators). Reliability was estimated by checking percent of inter-rater agreement among rater responses both including and excluding the principal rater's responses.

The panel, including the principal rater agreed on 86% of the items. Excluding the principal rater's responses, the panel agreed 84% of the time. Results confirmed that given the categories and definitions, raters (experts) and the principal rater would agree. The six experts agreed with the principal rater 100% of the time on 21 of 41 items. With inter-rater agreement confirmed, the principal rater coded the remaining responses.

Agreement or Consistency Among the Three Surveys. Consistency of the ranks of the coded responses was checked for each pair of surveys for both gain and

lose confidence items using the Spearman Rho statistic. There were generally high inter-correlations of the ranked data among the three surveys (A=148, B=79, C=182) for both gain and loss. (See below for the r_s information). Since there was generally high agreement among the separate surveys, results of the three

Agreement Between/Among Three Surveys

	A/B		B/C		C/D		Combined	
	r	sig	r	sig	r	sig	r	sig
GAIN	.61	.01	.66	.01	.71	.01	.66	.01
LOSS	.45	.05	.70	.01	.59	.01	.57	.01

surveys were combined into a single ranking of responses. (Table 4). Following a set of decision rules, the 20 coded categories were divided into four classifications: Hi-Hi, Hi-Lo, Lo-Hi, and Lo-Lo Gain/Lose Confidence (See Figure 2). The coding system for the pilot study is in Appendix A. Note that for both gain and lose-confidence results, the attitudes of school personnel rank at or near the top. Figure 2 also illustrates that a factor may impact differently on gain and on loss of confidence. Good discipline contributes little to gains in confidence, but bad discipline contributes heavily to a loss in confidence.

Pilot study results were used to refine the final instrument that was sent to "high confidence" schools and districts. The coding system also provided the base for the post hoc categories developed from the open-ended responses on the school- based questionnaire (Appendix B, pages B-2 and B-3).

Obtaining the Sample

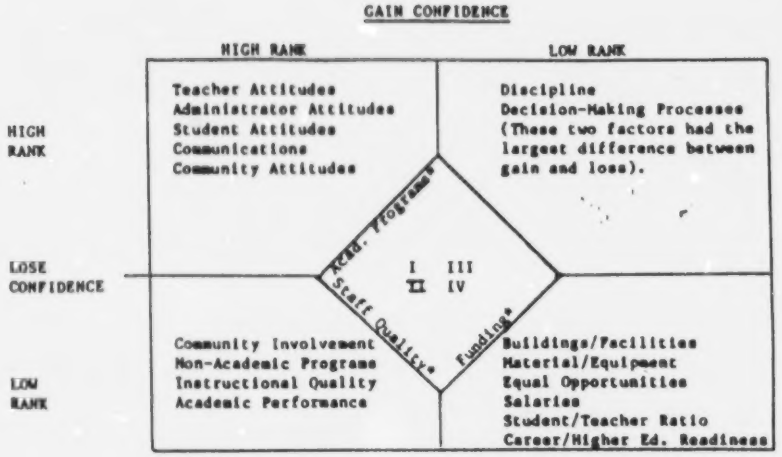
The Commission solicited nominations for high-confidence schools and school systems (a reputational technique) through professional associations, states, influentials in education, national recognitions, and schools from other studies of good schools. Nominated schools were first screened and verified (validated) by local PDK chapters and later by informed local non-educators ("validators").

TABLE 4

COMBINED RANK (OF 3 SURVEYS) OF 20 CATEGORIES OF RESPONSES FOR GAIN OR LOSS OF CONFIDENCE IN SCHOOLS (TIES SHOWN AS EQUAL RANKS)

GAIN N	GAIN RANK	CONFIDENCE ITEM	LOSE N	LOSE RANK
247	1	TEACHER ATTITUDES	223	1
153	2	ADMIN. ATTITUDES	119	3
122	3	STUDENT ATTITUDES	74	6
120	4	ACADEMIC PROGRAMS	60	9
116	5	COMMUNICATIONS	72	7
93	6	COMMUNITY ATTITUDES	77	5
91	7	ACADEMIC PERFORMANCE	52	10
54	8	INSTRUCTIONAL QUALITY	46	11
53	9	COMMUNITY INVOLMENT	22	16
48	10	STAFF QUALITY	65	8
43	11.5	NON-ACADEMIC PROGRAMS	23	15
43	11.5	DECISION-MAKING PROCESS	130	2
41	13	DISCIPLINE	109	4
35	14	CAREER/HIGHER ED. READINESS	26	14
21	15.5	BUILDINGS/FACILITIES	32	13
21	15.5	FUNDING	44	12
13	17	MATERIAL/EQUIPMENT	19	17.5
8	19	EQUAL OPPORTUNITIES	16	19
8	19	SALARIES	11	20
8	19	STUDENT/TEACHER RATIO	19	17.5

* The category, politics, was combined with the category decision-making in this ranking. REVISED: 4/15/86



*These three factors fall just outside the decision rules for placement in a specific quadrant. Each is shown near the quadrant it most closely resembles.

Figure 2. The 20-Ranked School Confidence Factors Divided into Four Clusters (I-IV) Showing Relative Impact.

Decision Rules for Placement Into Quadrants

A. High/High Category: Ranks are similar and high.
   1. Factor ranks 1-7 on both gain and loss (both high)
   2. Total of gain and loss rankings falls between 2-14 inclusive (13 points)
   3. No difference between gain/loss rankings greater than 3 (similar)

B. Low/Low Category: Ranks are similar and low.
   1. Factor ranks 14-20 on both gain and loss (both low)
   2. Total of gain and loss rankings falls between 28-40 inclusive (13 points)
   3. No difference between gain/loss rankings greater than 3 (similar)

C. Low/High or High/Low: Ranks are not similar and scattered.
   1. Factor ranks on both gain and loss generally fall between 7-14 (both moderate)
   2. Total of gain and loss rankings falls between 15-27 inclusive (13 points)
   3. Differences between gain/loss rankings are 3 or more (rankings are dissimilar)
   4. The factor qualifies for neither A nor B (above), but difference between high/low rank is greater than 5 (large difference).

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Principals of nominate schools and superintendents of nominated districts received a "PDK Confidence Questionnaire" to assess how the schools gained (kept) public confidence. Principals (or the superintendent, in a total district) provided a list of community influentials who could validate that the school (district) had considerable public confidence. The Commission then sent questionnaires to, or conducted phone interviews with, a sample of these non-educator "validators" who included community representatives of government, media, religion, labor, professionals, civil rights groups, etc. (Carol and Cunningham, 1984:112). Thus, the final sample included schools and districts that had 1) been nominated, 2) completed the questionnaire, 3) and been validated by PDK chapters and non-educator "validators".

Some Results: The People Dimension to Confidence

Several Commission findings, when considered together, provide important clues about how the decline in confidence has been fueled. The people in high-confidence schools are a major element in high confidence. School personnel are important sources of impressions about the schools and are influential in conveying those impressions. For schools and also for school districts, school employees rank first as sources of impressions about the schools and those impressions are most influential. School personnel provide the most information, and their information carries the most influence (presumably because school personnel should know about the schools). School children and parents of children in school rank second and third as sources of information about the schools. First are school employees followed immediately by those whom the school employees work with daily. Is it possible in schools of low public confidence that we have another case of "we have met the enemy, and it is us?" Table 5 ranks the validators' perceptions about the sources and influence of impressions about education for both schools and school districts.

When validators were asked to consider, "Who has been responsible for a recent educational confidence-building activity?", their responses again targeted school personnel for both the school and the district levels. (See Table 6). At the building level, the central core of the building staff was designated: teachers, principals, non-teaching but certified personnel, and non-certified (i.e., custodial, food service) personnel. At the district level there was a slight, but not unexpected, change in the rankings. The superintendent was first, followed by teachers, principals, and certified personnel. School people do get the public's attention--for better or worse--and they greatly influence public confidence in education.

Validators' rankings of sources of confidence in schools and in school districts are similar. Within the top-ranked responses for both schools and districts are teachers and administrators--in other words, school personnel. Teachers' dedication (would this be the aura or attitude which teachers give off regarding work?) and competence tied for first place at both district and school levels. (Ranked fifth and seventh at the building level were "student-centered, caring atmosphere," and "positive attitudes.") These responses speak to the need for schools to be positive, humane places where students can participate in quality programs. Table 7 shows validators' five top-ranked responses leading to confidence in schools and school districts. High-confidence schools have high quality programs and high-quality people.

Table 5
VALIDATORS' SOURCE AND INFLUENCE OF IMPRESSIONS ABOUT SCHOOLS

	Source of Impression				Most Influential Impression			
	School		District		School		District	
	%*	Rank	%*	Rank	%*	Rank	%*	Rank
Media	23	5.5	51	4.5	1	5.5	7	4
PTA	30	4	28	6	2	4	5	5.5
School Employees	80	1	82	1	51	1	44	1
Parents of Children in School	73	3	81	2	13	3	8	3
School Board	23	5.5	51	4.5	1	5.5	5	5.5
Children	74	2	75	3	22	2	21	2

*Could check multiple responses. Responses for schools=192; for districts=.67

Table 6
WHO WAS RESPONSIBLE FOR RECENT EDUCATIONAL CONFIDENCE-BUILDING EFFORT OR ACTIVITY?

	School		District	
Person	%*	Rank	%*	Rank
School Board	15	7	31	5
Superintendent	15	7	48	1
Other Central Office Staff (Certified 10/Non-certified 1)	11	9	27	6
Principal	63	2	39	3
Certified, Non-classroom School Person	42	3	34	4
Non-certified School Person	30	4	9	8
Teachers	65	1	45	2
School Community (General)	22	5	24	7
Students	15	7	7	9

*More than one response was possible: Validator n=192 (school) and 67 (district)

Table 7
COMPARATIVE RANKINGS OF RESPONSES LEADING TO CONFIDENCE IN SCHOOLS AND SCHOOL DISTRICTS (CAROL & CUNNINGHAM, 1984)

Rank	School Reasons	Rank	District Reasons
1.5	Dedicated competent teachers	1.5	Teacher dedication & competence
1.5	Special instructional and extracurricular programs	1.5	Special instructional and extracurricular programs
3.5	Buildings and grounds	3.	Buildings and grounds
3.5	Administrator effectiveness	4.	Board/Superintendent relations, policies, decisions
5.	Student-centered caring atmosphere	5.	Administrator effectiveness

How Schools and Districts Affect Confidence

The "Confidence Questionnaire" gathered considerable descriptive information for the schools (Size, SES, demographics, etc.) which is not presented here due to space limits. Respondents (usually principals) entered open-ended answers to questions about gaining/losing confidence. Responses to questionnaire items 12, 19, 24-27 (see Appendix B) were coded and form the basis for the discussion that follows.

Developing a Coding System

Questionnaire returns were reviewed to determine the themes that emerged. Post hoc categories fell into three broad divisions: descriptions of the character or nature of the setting, statements about attitudes or values expressed by salient groups, and descriptions of specific activities or program features (Appendix B). The pilot study results influenced these coding categories, but the categories for the two data sets were slightly different.

School-Based Results

Table 8 contains data from each question showing the number of schools (of 181) mentioning each response category and also the total number of times a response category was mentioned (i.e., a respondent could mention a category several times or give more examples than one). Question 27 was the only lose-confidence question and since the sample was high-confidence schools, there were limited lose-confidence responses. The gain-confidence and lose-confidence factors were tallied and reported (Table 8). The 35 categories shown in Table 8 were then ranked using the data from the Total gain and Total loss columns (Column B data). Table 9 shows these rankings. Categories were divided into high (Hi) and low (Lo) using the set of decision rules described under Figure 3. Response categories 1.05 and 3.05 (Curriculum) were combined into a single Curriculum response; the same was true for 1.06 and 3.06 (Extracurriculum). This manipulation resulted in a display (Figure 3) for the 33-item school-based

TABLE 8

SCHOOL-BASED QUESTIONNAIRE RESULTS SHOWING FOR EACH ITEM THE NUMBER OF PEOPLE CHOOSING AN ITEM AND NUMBER OF TIMES AN ITEM WAS CHOSEN, FOR GAIN AND FOR LOSS OF CONFIDENCE

Categories	12*		9*		24*		25*		26*		Total Gain		Total Loss 27*	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Features of:														
Students	131	242	45	72	13	20	25	34	21	41	235	409	16	19
Teachers	13	14	41	59	8	11	24	28	26	36	112	148	11	11
Other Staff	2	2	10	11	3	4	6	6	11	13	32	36	2	2
Principal	3	3	10	10	4	4	7	7	18	30	42	54	7	7
Curriculum	8	16	44	73	4	6	20	22	29	45	105	162	3	3
Extra Curriculum	4	4	17	26	0	0	4	4	7	7	32	41	2	2
Whole School	44	62	63	81	8	16	35	43	49	66	199	268	13	15
Physical Plant	7	8	26	31	3	4	7	10	17	24	60	77	7	7
District Administration	1	1	6	8	0	0	4	5	7	8	18	22	6	6
School Board	2	2	4	4	1	1	0	0	3	3	10	10	5	5
Parents	42	58	6	6	7	7	7	7	5	8	67	86	1	1
Community	72	116	11	14	11	12	7	7	7	7	108	156	2	2
Alumni	18	22	2	2	1	1	11	15	5	5	37	45	0	0
Attitudes held by:														
Students	27	39	18	29	9	12	25	30	23	24	102	144	7	8
Teachers	10	10	35	43	5	5	46	59	34	52	130	169	14	14
Other Staff	3	5	15	20	4	4	8	8	8	11	38	48	2	2
Principal	3	3	11	13	2	2	19	21	35	53	70	92	8	9
Whole School	9	10	27	41	11	15	49	68	45	81	141	215	13	14
District Administration	2	3	6	6	1	1	8	8	15	17	32	35	6	6
School Board	0	0	6	7	1	1	2	2	6	7	15	17	5	5
Parents	18	19	10	10	14	17	23	36	16	18	81	100	6	7
Community	15	16	18	20	16	17	29	36	21	28	99	117	12	12
Alumni	4	4	6	15	5	6	3	3	4	4	22	32	0	0
Activities and program features:														
Student Support Development	18	38	34	65	19	26	29	35	60	104	160	268	4	4
Staff Development	3	12	30	42	13	18	14	16	46	71	106	159	1	1
Governance	4	8	26	41	3	4	20	26	48	78	101	147	12	12
Management	10	10	37	73	3	7	29	34	68	138	147	262	4	14
The Curriculum	24	54	57	132	7	19	20	29	43	79	151	313	2	2
Extra Curriculum	22	36	46	122	7	16	19	21	44	86	138	281	2	2
Communication	9	22	27	49	18	29	43	56	101	193	198	349	32	33
Buildings and Grounds	1	1	6	11	2	2	3	4	2	4	14	22	0	0
Finances and Financial Management	3	3	17	30	23	30	6	8	18	23	67	94	10	10
Parental Involvement	9	18	33	52	43	63	41	81	106	199	232	413	6	7
Involving Non-Parental Community	4	13	30	53	30	44	21	29	61	105	146	244	5	6
Taking School into Community	4	15	12	25	17	35	7	8	31	44	71	127	0	0
Rewards/Recognitions**	4	30	2	11	23	42	2	2	3	13	34	98	1	1

*Questions are shown in Appendix A.

**35 of 181 schools noted that they had such awards.

A = Number of people choosing (maximum n=181 for individual items; 905 for Total).

B = Number of times chosen.

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TABLE 9

SCHOOL-BASED RESULTS RANKED ACCORDING TO GAIN OR LOSS FOR CONFIDENCE IN SCHOOLS (n = 181) INTO 33 CATEGORIES (TOTAL GAIN/LOSS From Table 8)

GAIN				LOSE	
CAT*	Rk	N	ITEM	N	Rk
311	1	413	Parental Involvement	7	14.5
101	2	409	Students Features	19	2
307	3	349	Communication	33	1
305	4	313	Curriculum	2	26.5
306	5	281	Extra Curriculum	2	26.5
107	6.5	268	Whole School (Features)	15	3
301	6.5	268	Student Support/Development	4	22
304	8	262	Management	14	5
312	9	244	Non-Parent Community Involvement	6	18
207	10	215	Whole School (Attitudes)	14	5
202	11	169	Teacher Attitudes	14	5
105	12	162	Curriculum Features	3	23
302	13	159	Staff Development	1	30.5
112	14	156	Community Features	2	26.5
102	15	148	Teachers (Features)	11	9
303	16	147	Governance	12	7.5
201	17	144	Student Attitudes	8	12
313	18	127	School into the Community	0	33.5
212	19	117	Community Attitudes	12	7.5
211	20	100	Parent Attitudes	7	14.5
309	21	94	Finances/Fiscal Management	10	10
204	22	92	Principal's Attitudes	9	11
111	23	86	Parent Features	1	30.5
108	24	77	Physical Plant	7	14.5
104	25	54	Principal (Features)	7	14.5
203	26	48	Other Staff (Attitudes)	2	26.5
113	27	45	Alumni (Features)	0	33.5
106	28	41	Extra Curriculum	2	26.5
103	29	36	Other Staff (Features)	2	26.5
209	30	35	District Admin. Attitudes	6	18
213	31	32	Alumni (Attitudes)	0	33.5
109	32.5	22	District Admin. (Features)	6	18
308	32.5	22	Buildings and Grounds	0	33.5
210	34	17	Attitudes of School Board	5	20.5
110	35	10	Features of School Board	5	20.5

* Coding categories from Appendix B.

** High-confidence schools were not able to provide many lose-confidence examples.

GAIN CONFIDENCE

Hi Descriptor	Code*	Lo Descriptor	Code*
Communication	307	Finance/Fiscal	309
Character of Students	101	Principal Attitude	204
Teacher Attitudes	202	Principal Character	104
School Climate	107	Physical Plant	108
School Values/Beliefs	207	District Admin.	109
Governance	303	Dist. Admin. Attitudes	209
Teacher Quality/Characters	102	Parent Attitudes	211
Student Attitudes	201	Community Support	212
Parent Involvement	311		
School Mgmt./Admin.	304		
Involvement of Non-Parent Community	212		
Student Support and Development	301	School Board Quality	110
Character of Community	112	School Board Attitudes	210
Staff Development	302	Other Staff (not Teachers/ Administration)	103
Curriculum	105/305	Parents (General Description)	111
Extra-Curriculum	106/306	Alumni (General)	113
		Alumni (Attitudes)	213
		Bldg./Grounds	308
		School-to-Community	313
		Other Staff Attitudes	203

Decision Rules
High Loss - 33-6; Low Loss - 5-0
High Gain - 413-144; Low Gain - 127-10
Results so approximately 50% are High and 50% are Low.

Figure 3. Classification of 33 School-Based Responses Into Hi-Hi, Hi-Lo, Lo-Hi, Lo-Lo Categories. (The two Curriculum and two Extra-curriculum categories were combined into One Curriculum and One Extra-curriculum as the categories were not entirely discrete.

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data similar to the display for community-based data shown in Figure 2 (p. 9). To try to determine more about the similarities, the 33-categories were collapsed into 20 categories which were like those developed for the pilot results. Usually attitudes and characteristics categories were combined. Table 10 shows results of the reanalysis. Those data were put into a matrix using the same decision rules as for the pilot data. Our emphasis in Tables 4 (p. 9) and 10 and Figures 2 (p. 9) and 4 is on the gain-confidence elements since 1) some lose-confidence items were mentioned minimally or not at all, and 2) the responses are from high-confidence schools. Results shown in Figure 4 can be compared with those in Figure 2, p. 9. Note that the Hi-Hi cell (school-based, Figures 3 and 4) includes teacher attitudes, student attitudes and communications--all Hi-Hi items from the community-based data (Figure 2, p. 9). High-confidence schools value and attend to matters that community respondents claim will increase their confidence in the schools.

Some categories from community responses (Figure 2, p. 9) were not mentioned by any of the 181 school respondents (e.g., salary). School respondents reported that winning awards or recognitions was a powerful, positive gain-confidence factor (34 principals mentioned it 98 times as a positive). Their responses show that the awards (e.g., Secretary's recognition) were for outstanding programs.

Using the similar categories from the community-based results and from the school-based results, the top-ranked categories were compared as shown in Table 11. It is apparent from these comparisons that personnel in high-confidence schools attend to the issues that community persons identify as important for gaining and losing confidence. Perhaps this is one clue to their successes in having the confidence of their publics.

TABLE 10
THE 33 CATEGORIES OF SCHOOL-BASED RESPONSES COMBINED AND RANKED INTO 20 GAIN-LOSE CATEGORIES SIMILAR (BUT NOT IDENTICAL) TO THE COMMUNITY-BASED GROUPINGS

GAIN Rk		N	Item	LOSE Rk	N	ORIG. (1) CATEGORIES
1		657	Parent/Community Involvement	8	13	311/312
2		553	Student Attitudes/Features	3	27	101/201
3		483	Whole School (Climate/Aura)	2	29	107/207
4		475	Curriculum	14	5	105/305
5	x	356	Management/Fiscal Management	5	24	304/309
6		349	Communications	1	33	307
7		322	Extra Curriculum	1[illegible]	4	106/306
8	xx	317	Teacher Attitudes/Features	4	25	102/202
9		273	Community Attitudes/Values	7	14	112/212
10		268	Student Support/Development	16	4	301
11		186	Parent Attitudes/Values/Features	12	8	111/211
12		159	Staff Development	18	1	302
13	x	147	Governance	9.5	12	303
14	xx	146	Principal Attitudes/Features	6	16	104/204
15		127	School-to-Community (Service)	19.5	0	313
16		99	Physical Plant	13	7	108/308
17	xx	84	Other Staff Attitudes/Values	16	4	103/203
18		77	Alumni Attitudes/Features	19.5	0	113/213
19	x	57	District Administration	9.5	12	109/209
20	x	27	School Board	11	10	110/210

(1) Original Coding Categories are enumerated in Appendix C.

It is tempting to combine several categories of interest as follows.

x - Governance/Administration: Gain (587), Lose (58).
xx - Building-level staff: Gain (547), Lose (45).

This combination would make Governance rank first in Lose and second in Gain; the building-level staff would be second in Loss and fourth in Gain.

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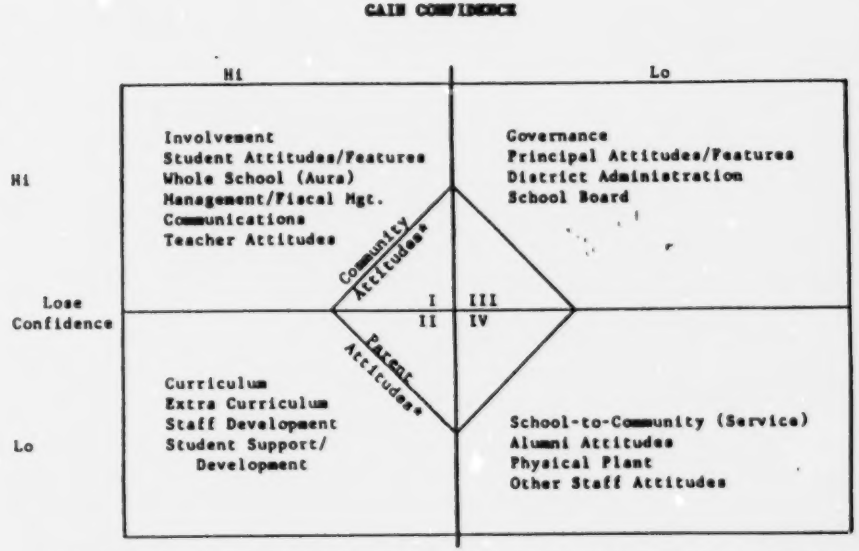

*These factors fall just outside the decision rules for placement on a specific quadrant. Each is shown near the quadrant it most closely resembles. Decision rules are below.

Figure 4. The rankings of school-based data for gain and lose confidence after the original 35 coding categories have been collapsed into 20 categories.

Decision Rules for Placement Into Quadrants

A. **High/High Category:** Ranks are similar and high.
   1. Factor ranks 1-7 on both gain and loss (both high)
   2. Total of gain and loss rankings falls between 2-14 inclusive (13 points)
   3. No difference between gain/loss rankings greater than 3 (similar)

B. **Low/Low Category:** Ranks are similar and low.
   1. Factor ranks 14-20 on both gain and loss (both low)
   2. Total of gain and loss rankings falls between 28-40 inclusive (13 points)
   3. No difference between gain/loss rankings greater than 3 (similar)

C. **Low/High or High/Low:** Ranks are not similar and scattered.
   1. Factor ranks on both gain and loss generally fall between 7-14 (both moderate)
   2. Total of gain and loss rankings falls between 15-27 inclusive (13 points)
   3. Differences between gain/loss rankings are 3 or more (rankings are dissimilar)
   4. The factor qualifies for neither A nor B (above), but difference between high/low rank is greater than 5 (large difference).

TABLE 11

Similarities Among Top-Ranked Confidence-Building Strategies: Community-Based (C/B) and School-Based (S/B) Responses Showing Gain/Lose Ranks*

GAIN RANK C/B	RANK S/B	ITEM	LOSS RANK C/B	RANK S/B
1	8	Teacher Attitudes	1	4
3	2	Student Attitudes	6	3
4	4	Curriculum/Academic Progress	9	5
5	6	Communications	7	1
6	9	Community Attitudes	5	1
9	1	Parent/Community Involvement	16	8
-	3	Whole School (Climate, etc.)	-	2
2	-	Administrator Attitudes	3	-

*Data are from Tables 4 and 10, pages 9 and 17. Note that the categories are not named exactly the same, but they are similar enough in intent and content (see Coding and Examples, Appendices A and B) to warrant this general comparison.

WHAT DO HIGH-CONFIDENCE SCHOOLS (AND DISTRICTS) LOOK LIKE?

A review of data provided by schools that boast considerable public confidence provides both general and specific information that other schools might use to improve their own level of confidence. The following confidence-building efforts illustrate strategies that seem related to the public's confidence in high-confidence schools. This discussion is neither exhaustive nor a cookbook for others to follow, but is a starting point for schools interested in developing their own confidence-building programs.

High-confidence schools have clear purposes and objectives worked out between, and communicated widely within, schools and the community. The community knows about the school and what to expect of the school; school personnel know what is expected and strive to attain the schools' purposes and objectives.

Schools with high levels of confidence are safe and orderly. They focus on student productivity with a disciplined purpose. They are not rigid and stifling, but they do take pride in student learning and achievement.

Most high-confidence schools employ some regular needs sensing, frequently conducting an annual survey. School personnel may speak to different population groups at different times. Some use open meetings or discussion sessions. Schools with confidence listen to--and respond to--their publics while maintaining professional prerogatives. These school personnel tell their publics how well they are doing. Communication is open and two-way.

Schools with confidence exhibit "openness", warmth and honest, two-way communication patterns. School personnel make others feel welcome in the schools. (Schools are warm, caring places).

Schools with confidence use newsletters to differing degrees. They use creative strategies to disseminate the newsletters: they may be mailed home, sent home with children, left in key neighborhood places like banks or beauty shops. Newsletters are for parents and also for others in the community.

Schools with confidence have much parental and community involvement. They don't just encourage it, they plan for it, seek it, and welcome it. They get people into the school in a variety of ways and for many purposes. They seek volunteers for clubs; they encourage community adults to demonstrate their skills to students through mini-courses or craft fairs. Some attract older citizens or non-parents into the schools using such devices as "Grandparents' Day" where students bring real or "adopted" grandparents. Volunteers help with clubs (e.g., bridge, chess, debate, hobby, academic, "booster," etc.). Adults help sponsor tournaments, serve as officials, or just assure that there will be audiences. The schools involve parent and non-parent portions of the community in meaningful ways in curricular and extra-curricular efforts.

High-confidence school staffs encourage older adults to visit school on all sorts of occasions. Some provide them with passes for student performances. Passes allow non-parents to attend dress rehearsals and final productions of student plays, musicals, concerts, debates, art shows, spelling bees, etc. The passes make people feel welcome and identify them with the school.

High-confidence schools have performances of all kinds for their students. They go beyond athletic events to offer diverse events or performances to get parents, children, and others together in the building as sponsors, spectators or performers. Pupils are on center stage in many different ways.

High-confidence schools emphasize the parents' role in educating their own children. Personnel avoid "we-they" relationships by encouraging cooperation and togetherness. School personnel help parents understand how to help their own youngsters get the most out of school. One school reported making video-cassette lessons for parent to view at home. The student-made tapes help the parents understand what the children are doing in school, and show them how to help with school work.

Schools with confidence have strong orientation programs for new students and new parents. They may have a handbook for parents as well as students. They use orientation programs to have new parents meet the school staff, relax informally with administrators and teachers, and engage school staff in questions and answers. Schools with high levels of confidence keep this confidence growing by seeking help from new parents.

High-confidence schools focus on good news without hiding their problems. Principals may use "Good-news Letters" to report good things happening in the schools. Teachers may call parents just to discuss school and school work and to make positive comments about that parent's child.

Schools with confidence have instructional and extracurricular "extras." Their general or basic programs are known and expected to be good, and the basic programs are bolstered by a range of other efforts. Offerings may include outstanding community service program, a distributive education program, a sex education program, an emphasis on computers, and a good radio or TV club. The schools offer variety to stimulate interest and involve all students.

Schools with high levels of confidence work hard at building and retaining the confidence of their publics. These school personnel believe in themselves and they work hard to make everyone in the community believe in their schools. Activities used in these schools are aimed at different audiences and involve interaction, needs-sensing, use of media, student and community involvement. Many efforts tend toward "marketing" as mentioned previously and less toward the more passive areas of communication.

Some Concluding Notes

Tables and charts which include numbers and ranks may help organize data, but actual comments and examples from the data generate a feeling for the elusive concept of confidence. Examples that schools had the confidence of

their publics included such things as the following. (Quote and paraphrase from the data).

Personnel in schools with high public confidences see parental support and involvement coupled with widespread community support and involvement as the greatest evidence of public confidence. When parents are involved and interested, and when they send their children to the school when they have other choices, school officials believe that they have gained public confidence. School personnel take great pride in the success of their graduates. Positive publicity, awards, high public and parental attendance, community support, history of fiscal support, -- these are observable expressions of public confidence in the schools. Schools that have positive teacher attitudes, student performances, high student achievement, a student-centered and caring atmosphere, positive and open communications, generally good discipline, and trusted decision-making processes will find their efforts rewarded by evidence of strong public support. The way to improved public confidence seems quite clear: set goals to achieve the high-confidence factors and measure your progress directly by how well you achieve your goals and unobtrusively by the types of indicators specified by this sample of high-confidence schools.

Positive public confidence seems to be much within the control of educators themselves. We need to show the public what is right with education and to act as if we believe in it, in our students, and in ourselves. Confidence is NOT coincidence, but it is contagious.*

*Many of these ideas will appear in the report of the PDK Commission on Public Confidence in Education (in process) and in a doctoral dissertation by M.N. Lintz.

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Appendix A

Categories, Definitions, and Examples

Category	Definition	Example
1. Communication	includes any reference to giving or receiving information through the media (oral or written)	a. I read in newspapers about test scores. b. The teacher tells me about class activities. c. Accidents at school are not reported to parents.
2. Community Involvement	includes any reference to the use of community members including parents and/or family members in school activities	a. Senior citizens help students in the classroom. b. Parents enjoy taking part in school activities. c. Schools are closed to parents and others.
3. Academic Programs	includes any references to the overall program or curriculum and/or any specific programs within the overall program	a. Special emphasis is placed on college preparedatory courses. b. The importance of reading is emphasized. c. The curriculum is diverse.
4. Non-Academic Programs	includes references to any extra curricula programs and school related programs outside the academic program	a. Athletic teams are successful. b. Extra-curricular programs extend and enhance other programs. c. The band, chair and athletic teams are emphasized too much.
5. Student/Teacher Ratio	any reference to the number of teachers per student or classroom size	a. The classrooms are not crowded. b. The teacher has time to give individual attention.
6. Career/Higher Education Readiness	includes any reference to preparation for college or schools after high school and/or the world of work	a. Students are prepared for current job markets. b. See students applying what they have learned in the world of work. c. A low percentage of students go to college?
7. Staff Quality	includes any reference to the education, training or professional credentials of any staff member including support staff	a. The school has quality teachers. b. School support staff helps students. c. Lazy, incompetent teachers are fired.
8. Instructional Quality	any reference to the actual teaching in classroom	a. Children are getting individual attention b. Students are taught good study habits. c. Children's homework is too difficult.
9. Materials/Equipment	any reference to school materials and/or equipment	a. My child has updated books. b. Library books are in good shape. c. The school does not have modern equipment
10. Buildings/Facilities	any reference to school buidlings and/or facilities	a. The school building is clean and organized. b. General maintenance of building is good. c. School facilities are not kept in good condition.
11. Teacher/Administrator Ratio	any reference to the number of teachers and/or administrators	a. The district has a good balance of administrators and teachers. b. The district has too many teachers. c. The school has more administrators than teachers.

*NOTE: Choose the most definitive category. For example spending ample funds for building maintenance is <u>specific</u> to #10, and <u>general</u> to #19 (better choice is #10) or teacher salaries are adequate is <u>specific</u> to #22 and <u>general</u> to #19 (better choice is #22).

12. Discipline	any reference to student behavior	a. Things are quiet and orderly on the school. b. Drugs and alcohol are controlled. c. Smoking is discouraged.
13. Academic Performance	any reference to student performance academically and/or how well they do on tests	a. When students perform well on tests as compared to state and nationwide. b. The school has high test scores. c. Children cannot read.
14. Student Attitudes	any reference to how a student feels or thinks or acts about school or school work and/or activities	a. My child enjoys school. b. My child feels that a teacher is unnecessarily harsh. c. Students do not respect teachers.
15. Teacher Attitudes	any reference to how teachers, feel, think, or act	a. Teachers are disinterested in students. b. Teachers place blame on everyone but themselves. c. Teachers go on strike.
16. Administrator Attitudes	any reference to how administrators think, feel or act	a. Academic classes are cancelled for sports activities. b. School administration do not show interest in hiring quality staff. c. Administrators and teachers bicker in public.
17. Community Attitudes	any reference to how community members, including parents, think, feel or act	a. Too many people go to school board with problems. b. School levies do not pass. c. Parents do not support the school.
18. Decision Making Process	any reference that includes making decisions about school programs, activities, or student and/or school staff	a. Programs are cut. b. Inappropriate and poor decisions are made. c. School and board decisions are student oriented.
19. Funding	any reference to how schools receive and spend money	a. When schools have sound finances. b. When good programs have budgets cut. c. There never seems to be enough money.
20. Politics	any reference to school or district politics	a. Politics get in the way of education. b. School board members politic instead of working for students. c. When politics become involved with schools.
21. Equal Opportunities	any reference to equal opportunity	a. When schools provide equal opportunity to all. b. All students are given equal opportunity. c. When all students are not treated equally.
22. Salaries	any reference to school staff salaries	a. Teachers are paid adequately. b. School staff members are having salary problems. c. Staff members are given merit raises.
23. Miscellaneous	any comment that did not fit in any other category	a. The focus of public schools is to downgrade private schools. b. There is no confidence in our local school district. c. Bussing takes place.

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APPENDIX B

SCHOOL-BASED OPEN-ENDED QUESTIONS CATEGORIZED

FOR PDK FINAL STUDY (1986)

Questions from
Survey Form

12. In the space below, please provide any additional information about the students in your school which would help someone to form an accurate picture of the student body.

19. Please describe characteristics of your school that you think are unique.

24. This question asks you to think about the additional evidence of confidence that shows that your school has earned a high degree of public confidence.

25. If you could name <u>one</u> thing (more than any other) which raises confidence in your school, what would it be?

26. Describe what is being done in your school that <u>could be done in other schools</u> to win public confidence. Please use complete sentences; what you write will be used to describe your school for our readers.

27. Describe any specific incidents which caused <u>loss</u> of confidence in your school or in other schools with which your are familiar.

Appendix B

PHI DELTA KAPPA
COMMISSION FOR DEVELOPING
PUBLIC CONFIDENCE IN SCHOOLS

CATEGORIES FOR CODING QUESTIONNAIRE ITEMS 12, 19, 25, 26, AND 27

1.00 CHARACTER OF THE SETTING

Record here statements which describe the character of any person or feature of the staff, building, district, or community. Items scored here will generally be adjectives and will be stated in broad terms that do not show a specific activity. Responses will be further categorized according to the particular type of persons or features to which the description is attached.

1.01 STUDENTS -- Statements that describe the students in the school. "Students are hardworking." "Our students come from diverse backgrounds." "Students are well-behaved."

1.02 TEACHERS -- Statements that describe the teaching staff. "Most teachers have master's degrees." "Teachers have been here an average of 15 years." "Teachers live in the town."

1.03 OTHER STAFF -- Statements that describe school personnel other than administrators or teachers. "Counselors are capable." "Custodians do a good job." "The secretary is friendly."

1.04 PRINCIPAL -- Statements that describe the principal. "Principal has been here 25 years." "Principal supports staff members." "He loves children." "She is a good manager."

1.05 CURRICULUM -- Statements that describe the formal learning situation and or content. "The curriculum is a tough one." "Teaching focuses on academic subjects." "We use a variety of methods." "Classes are departmentalized."

1.06 EXTRACURRICULUM -- Statements that describe the extracurricular program including informal activities on the playground or other sections of the building. "We have lots of extracurricular activities." "Drama is an important part of our program." "The student lounge is used continuously."

1.07 WHOLE SCHOOL -- Statements that describe the school in general or some characteristic of the whole, not easily attributable to specific persons or features. "The school exudes a warm atmosphere." "It is a good learning place." "People like being here."

1.08 PHYSICAL PLANT -- Statements that describe the building or grounds. "We have an old building." "The building is exceptionally clean." "The building is built on the open plan."

1.09 DISTRICT ADMINISTRATION -- Statements that describe the superintendent or the staff in the central office or the general management of the school system but not the school board. "The new superintendent is friendly and supportive." "Supervisors are helpful." "The district is decentralized."

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1.10 SCHOOL BOARD -- Statements that describe the school board members or the board as a unit or its general operations. "Board meetings are efficient." "Board members are unusually qualified." "The board decides on educational grounds."

1.11 PARENTS -- Statements that describe parents. "Our parents are supportive." "Most parents have finished college." "These parents move a lot."

1.12 COMMUNITY -- Statements that describe the community served by the school or the district. "A blue-collar community." "An old, stable town." "A beautiful area of lakes and mountains."

1.13 ALUMNI -- Statements that describe graduates from the school. "Our kids do well in college." "We have merit scholar winners." "Several of our boys are in professional sports now."

2.00 ATTITUDES AND VALUES HELD BY . . .

Record here any statements that reflect how people feel toward specified ideas, objects or persons or what values they hold. Items scored here generally will be feelings, thoughts, emotional states, or general dispositions with no action specified. Responses will be further categorized according to the person or group HOLDING OR EXHIBITING the attitude.

2.01 STUDENTS -- Statements that tell what attitudes and beliefs are held by the students in the school. "Students here believe in the work ethic." "Students are very tolerant of one another." "Our kids trust the faculty."

2.02 TEACHERS -- Statements that tell what attitudes and beliefs are held by the teachers in the school. "Teachers on this staff believe every student can learn." "The teaching staff believes that basic skills are important." "These teachers believe they should handle their own discipline."

2.03 OTHER STAFF -- Statements that tell what attitudes and beliefs are held by the staff other than teachers or administrators. "Custodians feel great pride in their work." "Secretaries here feel like mothers to the kids." "Morale is very high among non-certified personnel."

2.04 PRINCIPAL -- Statements that tell what attitudes and beliefs are held by the principal. "The principal thinks teachers are able to make professional decisions." "She just likes kids and you can see it." "He believes in getting out into classrooms."

2.05 (Nothing is to be coded here) --

2.06 (Nothing is to be coded here) --

2.07 WHOLE SCHOOL -- Statements that tell what attitudes and beliefs seem to permeate the whole school and its climate. "The school reflects that people are important here." "You can tell the minute you enter that this is a place that prizes learning." "Everybody in the school just feels that parents belong here."

2.08 (Nothing is to be coded here) --

2.09 DISTRICT ADMINISTRATION -- Statements that tell what attitudes and beliefs are held by central office staff members. Do not include responses here that speak of the school board members, but do watch to see that whether the term "board" is being used to describe central office personnel rather than official school board members. "The superintendent places top priority on the liberal arts." "The whole administrative philosophy emphasizes participation." "Most decisions are based on the idea that the teacher is always backed."

2.10 SCHOOL BOARD -- Statements that tell what attitudes and values are held by the official school board and its members. "The board wants what is best for all the kids." "The board doesn't believe in coddling malingerers." "The board members believe in getting into the schools."

2.11 PARENTS -- Statements that tell what attitudes or beliefs the parents hold. "Parents here want homework." "These parents believe in the work ethic." "Our parents have faith in the teachers."

2.12 COMMUNITY -- Statements that tell what attitudes or beliefs prevail in the community or among community members. "The community isn't open for liberal ideas." "This town is dedicated to sports." "This is a place that values education."

2.13 ALUMNI -- Statements that tell what attitudes or values graduates from the school hold. "Graduates are loyal to this school." "Former students feel they got a good education here." "Some of the teachers are revered by their former students."

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3.00 ACTIVITIES AND PROGRAM FEATURES

Record here any statements that describe any actions that characterize the school and the relationships among any of its members or among its members and the community. These will be full sentences with active verbs, describing observable and replicable features of life in the school. Responses will be further categorized according to the FUNCTION that the action serves.

3.01 STUDENT SUPPORT AND DEVELOPMENT -- Statements that describe activities that help individual or groups of students and/or contribute to their participating or belonging in the school. "Every adult has a group of advisees for whom he/she is a parent and an advocate." "Teachers spend a lot of after school hours with individual students." "Our program of peer counseling helps to integrate marginal students."

3.02 STAFF DEVELOPMENT -- Statements that describe activities that help individual or groups of teachers or other staff members to grow either personally or professionally. "Our staff meetings always include some new learning experience for teachers." "Our staff has a retreat every year for planning and development." "Our staff members, including our secretary, conduct workshops for other schools."

3.03 GOVERNANCE -- Statements that describe activities for making and enforcing rules or policies or expanding involvement in those activities. "We have students on all faculty committees." "We have an active community advisory board." "Faculty committees use the summer to plan the opening activities." "Each month the staff holds a 'quality circle' discussion about how well we are doing." This category describes PROCESSES by which decisions are made for governing the school.

3.04 MANAGEMENT -- Statements that describe activities for planning, coordinating, organizing, evaluating or otherwise implementing the daily affairs of the school. "Thursdays are scheduled for big blocks of time." "Decision teams are organized to include all departments and grade levels." "We have no bells ringing at any time." This category describes WHAT is done in managing daily affairs of the school.

3.05 THE CURRICULUM -- Statements that describe activities that improve curriculum content or instruction or extend it to greater numbers of students. "Our teachers take a lot of field trips." "Students tutor other students." "Every student who improves between grade periods gets a pizza party."

3.06 EXTRA-CURRICULUM -- Statements that describe activities that improve informal learning experiences, including informal activities on the playgrounds or other sections of the building. "We have enough extra-curricular clubs and teams for every child to participate." "Our band is the best in the state." "Every teacher sponsors a special interest club."

3.07 COMMUNICATION -- Statements that describe activities, other than personnel or student development, to increase or enhance oral or written interaction among any participants. "Our weekly newsletter tells what students are doing." "We have front page stories in the paper every week." "Teachers have to make one positive contact per week with every household." This category includes only mediated, non-face-to-face communications through publications, mail, phone, or electronic media.

3.08 BUILDINGS AND GROUNDS -- Statements that describe activities for improving the appearance or utilization of physical facilities. "Faculty and students work together to beautify the building." "Students' work is always on display." "We eliminated the men's and women's lounges to combine into one lounge."

3.09 FINANCES AND FINANCIAL MANAGEMENT -- Statements that cite finances or fiscal management. Put all references to financial matters in this category.

3.10 (Nothing is to be coded here) --

3.11 PARENTAL INVOLVEMENT -- Statements that describe activities to increase parental participation in the school or its program. "We hold classes to teach parents how to help with homework." "Parents come in to teach mini-courses nearly every week." "A teacher trained a corps of parents to consult with irate parents."

3.12 INVOLVING THE NON-PARENTAL COMMUNITY -- Statements that describe activities to increase participation or contact by community members other than parents. "We have grandparents' day." "Senior citizens act as advocates for assigned kids." "Businesses have adopted schools."

3.13 TAKING THE SCHOOL INTO THE COMMUNITY -- Statements that describe activities to make school personnel or students visible and active in the community. "The principal serves on several boards." "Our student speakers' bureau serves all of the civic organizations." "Our annual community clean-up gets headlines." This category involves taking people into the community for personal, usually face-to-face contact.

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